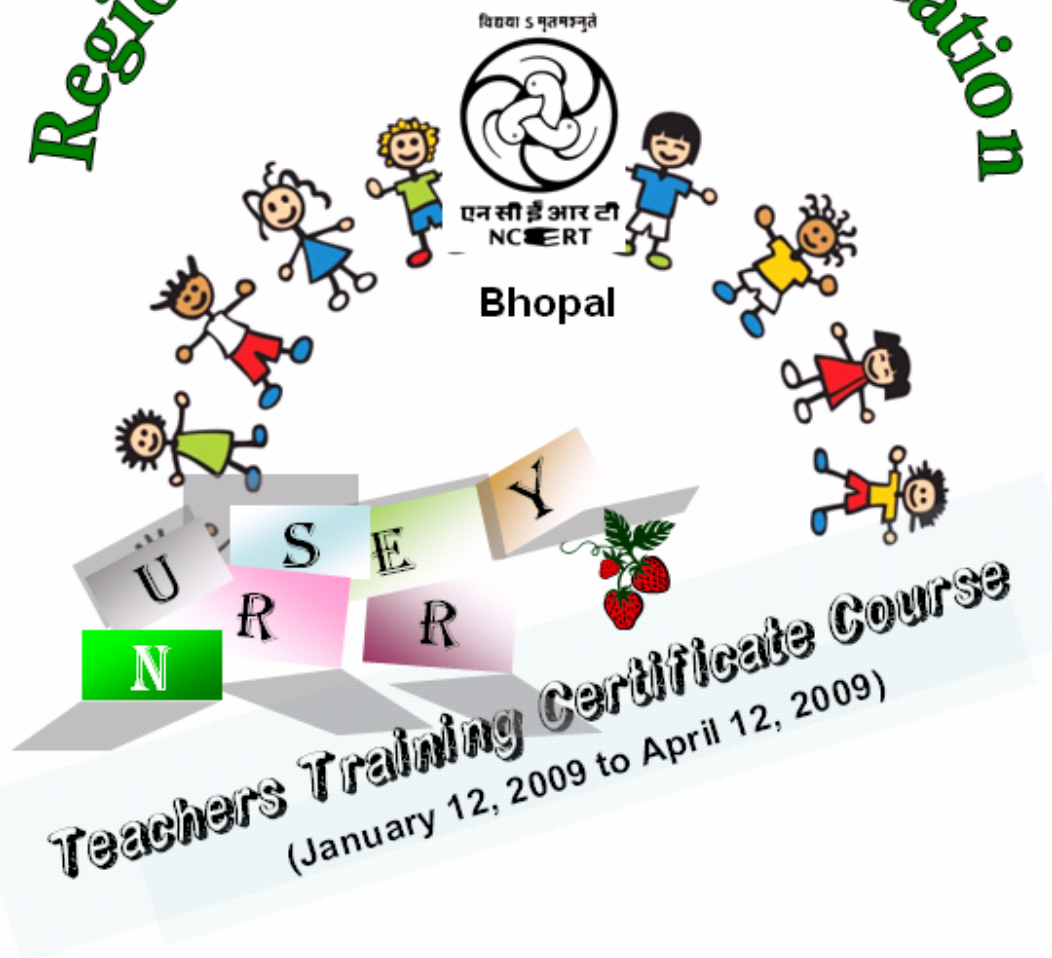


# Regional Institute of Education



Course Coordinator  
**Dr. Shiv Kumar Gupta**

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## PREFACE

Quality of pre-school now has become everyone's concern especially in the context of its crucial role in child's learner development and access to elementary education. To provide exposure to pre school age children, a training course for the pre-school teacher is very essential therefore three months nursery teachers training program including teaching learning sessions (Five theory papers), school visits (ICDS, SOS Village) and internship to army pre-primary school and practical activities were included in the curriculum of nursery teachers training course.

The program was planned and monitored under the guidance of Director, NCERT New Delhi. I give all credit to Dr. S.K. Gupta Reader in Education and his team members including faculty of Education Department RIE, Bhopal and DM School, Bhopal for successfully conducting the training program.

**Prof. A. B. Saxena**  
Principal, RIE, Bhopal.

## ACKNOWLEDGEMENT

The early childhood stage around 3-6 years is the most critical period when the foundation are laid for lifelong development and realization of full potential. The formation of later attitudes and values as well as the desire to learn all influenced at this stage. Very few agencies are available in the MP state for training the teachers to look after the needs of pre-school children. Therefore as the Principal, RIE Bhopal received the proposal from officials of AWWA. He immediately accepted the challenge to develop three months nursery teacher training course for conducting training to wife's of Army Jawans. In this connection I thank the following educationist of the programs.

1. Prof. Krishna Kumar, Director NCERT, New Delhi
2. Prof. G. Ravindra, Joint Director NCERT, New Delhi.
3. Prof. A.B. Saxena, Principal RIE, Bhopal
4. Dr. K.K. Vashishtha, Head Elementary Education NCERT, New Delhi
5. Prof. V.K. Sunwani, Dean RIE, Bhopal
6. Prof. S.K.Goel, Head Dept. of Education, RIE Bhopal
7. Dr. R.K. Shukla Head Dept. of Extension Education, RIE Bhopal
8. Prof. G. N. P. Shrivastava, Rtd, (RIE, Bhopal)
9. Smt Sabinder Lamba, President AWWA Bhopal & her team members
10. Mr. Harish Prasad, Head Master, DMS School
11. Smt. Sunita Singh, Principal, SOS Village, Bhopal
12. All the resource persons from RIE and DM School, Bhopal.

**Dr. Shiv Kumar Gupta**  
Course Coordinator

## **ABOUT THE THREE MONTHS NURSERY TEACHERS TRAINING COURSE**

### ***INTRODUCTION:***

The early childhood stage (around three to six years) is the most critical period when the foundations are laid for life long development and realization of full potential as research shows that there are critical periods at this stage for full development of the brain's potential. The formation of later attitudes and values as well as the desire to learn are also influenced at this stage, while lack of support; or neglect can lead to negative consequences, sometimes irreversible. Therefore NCF 2005 recommends a holistic and integrative perspective views which emphasis the health and nutritional needs of children as integrally related with their psycho-social/educational development. Further it stresses on an enabling environment for children, one that is rich in stimulation an experiences which may allow children to explore, experiment and freely express themselves, and social relations that give them a sense of warmth, security and trust. Keeping these concerns in views and other requirements for educating and developing children at pre-school stage the present nursery teacher training course for a short-term duration has been developed which may orient teachers to help children develop to their full potential in desirable direction. Emphasis has been given on the following areas while developing the training course.

- Understanding Child Psychology, especially that of young toddlers who would be stepping out of the familiarity of their homes for the first time, i.e. children in the age-group of 2 to 4 years
- Recognising healthy physical and mental Developmental Patterns in a young child and spotting any aberrations
- Decoding a child's Learning Style. This becomes essential in making sure that what is being taught within a classroom is absorbed by the child in the least straining manner
- Preparedness for First-aid needs and dealing with children having health issues
- Mapping and observing the level of social, academic and emotional progress the child is making.

### ***NEED AND JUSTIFICATION:***

At the instance of President and Secretary of AWWA, the program is designed to include wives of soldiers associated with pre primary schools and to enhance their teaching, and parenting skills. This will increase the quality of these teachers to manage the children, personally and in group situation. This is a unique type of program which will help to achieve the goals of SSA.

### ***SPECIFIC OBJECTIVES:***

- To train nursery teachers associated with the schools run by Army Wives Welfare Association (AWWA).
- To empower wives of the soldiers to take up teaching jobs as and when required.
- To develop teaching learning material (games, plays etc.) for the benefit of preschool teachers.
- To involve various agencies working in the field of pre school education.

### ***METHODOLOGY:***

The Training program was conducted in four phases -

- Activity based theory papers.
- Visits to institutes related to **Early Child Care Education** (ECCE)– SOS village and ICDS centers.
- Internship to pre primary schools runs by AWWA.
- Exhibition of the materials prepared by the trainees and presentations for assessment.

Teaching learning process was organized by following the unit teaching and comprehensive continuous evaluation. (Pre assessment at the entry point, mid term assessment after partial intervention and post assessment followed by total intervention including self learning and peer participation.

### ***COURSE OUTLINES:***

**Paper 1 – Growth and Development of Preschool Children** includes **Stage and Milestone of Child Development, Domains of Child Development, Development of Creative**

**Thinking and Expression, Early Identification of Children with Special Needs, and Effective Parenting.**

**Paper 2 – Children’s ways of Learning** includes **Basic Psychology of learning, Learning Styles of Children, Effective Methods of Learning, and Identification of Learning Difficulties & Behavior of Children**

**Paper 3 – Development of Local Specific Material** includes **Play, Other Instructional Aids / Learning Aids, Encouraging Motor Activities Through, Encouraging Creativity Through and Development of Teacher Made Material**

**Paper 4 – Role of Agencies Working for Preprimary School Children** includes **Significant Contributions** of Piaget, Montessori, Froebel, Gijubhai Badheka, Tarabhai Modak on Preschool Education, **Policies on Preschool Education** with reference to National Children’s Policy 1974, National Policy of Education 1986, National Plan of Action 1992, National Plan of Action for children 2005 & NCF 2005, **Setting of Pre-primary School, Initiatives and Interventions in preschool, and Agencies involved in preschool education.**

**Paper 5 – Practicum; Internship and Related Activities** includes **Practicum, Internship, and Continuous Comprehensive Evaluation**

### ***TRANSACTION OF THE CURRICULUM / TRAINING***

Theory papers of the syllabus were transacted by the **RIE faculty, DMS teachers** and the **guest faculty** (teacher educator, administrator, counselors and teachers directly dealing with nursery classes).

In all, three theory papers (**Paper 1, Paper 2, & Paper 4**) were taught simultaneously. Each paper was shared by college faculty, school teachers and guest faculty. Before starting teaching learning process as per the scheduled time table it was decided in a meeting that content will be dealt with interactive approach in collaboration with trainees / participants and unit teaching and continuous comprehensive assessment approach will be used.

## **PROCEEDINGS OF THE TRAINING PROGRAMME:** **A BRIEF REPORT**

Before starting the Training Programme curriculum for 3 months NTT course was developed in collaboration with experts involved in teaching learning of Nursery Teachers on 5<sup>th</sup> & 6<sup>th</sup> January, 2009. In curriculum development workshop the syllabus for 3months NTT course was developed (Appendix-I).

The course started on 12th January 2009 and it was inaugurated by **Prof. A.B. Saxena, Principal, RIE Bhopal**. The course was commented with 10 pledges related to Education, Health and Welfare of the Children.

First session of the course was taken by Dr. S.K. Gupta. He discussed with the participants about the milestones of the children. During the discussion emphasis was laid on individual difference in the growth & development. Second session was taken by the Jose J.K. in which principals of child level and factors affecting them were discussed.

**First week** of the Training Programme was devoted to the development aspect of the preschool children.

During the **II week** ( ) activity based material was displayed and trainees were encouraged to prepare the material, which could help them in their teaching, leaning for ex. Mask making, painting, sketching, drawing, puppet making etc.

Besides above activities outdoor games related to development of various aspects of preschool children were also conducted.

In **III week** ( ) content of theory papers were delivered by the external resource persons and the internal faculty member of the RIE, DMS Bhopal. Trainees were encouraged to come prepared about the content discussed in previous day. They were encouraged to bring the write up of the previous day. At the end of the week visit to SOS village was planned on 10<sup>th</sup> February, 2009.

In the **IV week** a visit of the trainees along with School & College staff was made. The purpose of the visit was to trained them organizing a visit. They learned how a pre school run in different set ups. It was found that activities of the school were performed in real inclusive set up. All the trainees were encouraged to write a detailed report of their observation. (Appendix)

After the visit a detailed discussion was held in relation to the various topics of the syllabus.

**Mid term-** After giving the exposure of theory related to syllabus, practical activities and visits trainees were asked what they have understood and what they have not on the basis of discussion their Mid term assessment was conducted. During the midterm assessment it was found that 5-6 candidates were facing problem in writing assignment.

During the mid term assessment the trainees developed confidence and they started presenting their views. They were now ready to take the task of handling the classroom activities of nursery classes.

In the **VI week** the trainees were made to prepare the material for various domains such as visual perception cards domains of flash cards, picture cards, charts, posters, toys with clay.

In the **VII week**, preparation for internship to preprimary schools run by AWWA, (Shaurya Preschool) was conducted. The trainees were asked to prepare lesson plans on a given format present them and correct them after practice.

In the ***VIII week***, the trainees work for internship to shaurya during the internship trainees gradually gained confidence. They prepared a lot of teaching aids which the children enjoyed while learning. The internship was supervised by the faculty of RIE & DMS.

In the ***IX week***, a visit was conducted to Aanganwadi, Motia Park. All the participants were thrilled to see the proceeding in the Aaganwadi. They become aware of the various schemes and functions performed in a Aaganwadi.

In the ***X week***, preparation for the final assessment were made. The trainees were asked to clear all their doubts in consultation with the faculty member.

In the ***XI week***, final assessment were conducted through material presentation, viva-voce and written test.

In the ***XII week***, preparation for the exhibition were made which was conducted on 8<sup>th</sup> April, 09. A exhibition was appreciated by staff members of school college and dignitaries of AWWA for its variety and uniqueness.

Finally Principal, RIE Bhopal in collaboration with officials of AWWA organised certificate giving ceremony for all 32 candidate who successfully completed the training course.

WRITE UPS ABOUT THE  
CONTENT DISCUSSED  
DURING THE COURSE

## TITLE- MARIA MONTESSORI

**Introduction:** Maria Montessori, born in 1870, was the first woman in Italy to receive a medical degree. She worked in the fields of psychiatry, education and anthropology. She believed that each child is born with a unique potential to be revealed, rather than as a "blank slate" waiting to be written upon. Her main contributions to the work of those of us raising and educating children are in these areas:

- Preparing the most natural and life-supporting environments for the child
- Observing the child living freely in this environment
- Continually adapting the environment in order that the child may fulfill his or her greatest potential, physically, mentally, emotionally, and spiritually.

**Focus-** According to Montessori, "A child's work is to create the person she/he will become." Children are born with special mental powers which aid in the work of their own construction. But they cannot accomplish the task of self-construction without purposeful movement, exploration, and discovery of their environment - both the things and people within it. They must be given the freedom to use their inborn powers to develop physically, intellectually, and spiritually. A Montessori classroom provides this freedom within the limits of an environment which develops a sense of order and self-discipline.

**Transaction-** From birth to age six, children are sensorial explorers, studying every aspect of their environment, language, and culture. They develop new powers of abstraction and imagination. They utilize and apply their knowledge to further discover and expand their world. During this time it is still essential that the child carry out activity in order to integrate acting and thinking. It is his own effort which gives him independence, and his own experience which brings him answers to how and why things function as they do. The teacher's role is to prepare an appropriate environment with those materials which have value and purpose, and to foster and protect the child's endeavor to explore. The teacher serves as a guide and is the link between the child and the environment. Dr. Montessori devised special materials to aid children in each Sensitive Period. It is the responsibility of the teacher to recognize these periods in individual children and put them in touch with the appropriate materials in the classroom environment.

**Assessment-** A study published in the US journal, Science (29 September 2006)<sup>[9]</sup> indicates that Montessori children have improved behavioral and academic skills compared with a control group from the mainstream system. The authors concluded that "when strictly implemented, Montessori education fosters social and academic skills that are equal or superior to those fostered by a pool of other types of schools." The [Montessori Method](#) of [education](#) that she derived from this experience has subsequently been applied successfully to [children](#) and is quite popular in many parts of the world. Despite much criticism of her method in the early 1930s-1940s, her method of education has been applied and has undergone a revival. It can now be found on six continents and throughout the [United States](#).

## **TITLE: - FROEBEL AND KINDERGARTEN SYSTEM OF EDUCATION.**

**Introduction:** Friedrich August Froebel (1782-1852) was a German educator who brought about a revolution in child education. Though he himself did not possess a major degree, his books and works have received a wide recognition all over the world. He is the founder of the Kindergarten system of education. His ideas on education are reflected in his books namely (1) "Education of Man" (2) "Pedagogies of Kindergarten" (3) "Education by Development" (4) "Mother Play and Nursery Songs".

**Focus:** The focus of the lesson is to make trainees aware of

1. Creativeness of the Children
2. Inter Relatedness of all Education
3. Totality of Education Endeavour
4. Concept of Play
5. Kindergarten

**Transaction:** Keeping these concerns in view a joyful, activity based, play way, interaction was employed through mother play and nursery songs to encourage the imagination and creativeness of the preschool children. As the plant grows from within according to the seed, in the same way the child grows within. Therefore a teacher should try to study his/her tendencies and impulses from within.

"The purpose of teaching is to bring over more out of man rather than to put more and more into him."

**Assessment:** The trainees learnt about Kindergarten system and enjoyed with participation. They asked a lot of questions to understand the content completely. They discussed upon how concepts and ideas of Froebel can be achieved in their own classroom. In the words of Froebel the objective of the Kindergarten is "to give the children employment in agreement with their whole nature, to strengthen their bodies, to exercise their senses, to engage their awakening mind and through their senses to make them acquainted with nature and their fellow creatures."

**Title: GIJUBHAI & HIS WAY OF EDUCATION**

**Introduction:** Born on 15<sup>th</sup> Nov. 1885, in Gujarat, popularly known as Gijubhai, he was a great pioneer in the field of pre-school education in India. His experiment was influenced by the writings of Madame Montessori who was working in the same field, about the same time.

Gijubhai said, “A child is a complete person who has intellect, emotions, mind and understanding, has strengths and weaknesses and has likes and dislikes.... let us understand the emotions of the child”.

Work of Gijubhai was not limited Gujarat only but of his love for children spread throughout India.

**Focus:** He emphasized upon following principles:

1. Education of the child should be practical and natural.
2. Child should be given education with love and sympathy.
3. Teaching should be child-centered.
4. Teacher should understand the mental development of children.
5. Teaching should be organized around child experiences.
6. Teacher should not be the centre of child's educational programme.
7. The needs, interests and capabilities of children should be the basis of curriculum construction.
8. Teacher must emphasize learning by doing.
9. The teacher should act as guide and adviser to the child.
10. Child should be taught from known to unknown. He should learn by direct experience of the environment.
11. Child should be granted maximum freedom.
12. Maximum participation of children should be ensured in the teaching of children.

**Transaction:** Here, a world is created where children learn from each other. Older children help the smaller ones to climb up the stairs; fill their own cup with water; find their rickshaws, while remembering lines of songs and answers of riddles. Children also spend nights here, so that they can together see and understand the sun set and rise; the moon and stars in the sky and also peel potatoes for the collective dinner. The overnight stay of “tiny tots” might cause anxiety to parents who drop in to see their children, but the later are happy to be on their own. Initially, Gijubhai

implemented the use of tools and methods envisaged by Montessori, but later move away into thinking of ways that were more inexpensive and easily available locally.

**Assessment:** Contribution as a teacher educator

1. He regarded the Child as God. 'Bal Devo Bhava'.
2. He tried to understand the importance of child.
3. He told the child stories which are interesting and recreational.
4. He encouraged the children to tell stories and gave hearing to them.
5. When children come to school he welcomed them, called them by name, loved them and greeted them with a smile.
6. He taught the children folk songs, asked them to sing and also sang with them.
7. He taught history, grammar, riddle, geography, drama through play.
8. He took children to rivers, mountains, forests, museums and other places. He enjoyed with them and taught the relevant things there.
9. He said the greatest crime of the world is to abuse and beat the children.
10. He said before teaching reading and writing abruptly attract them first to pictures, models, and lives.
11. He encouraged the children to tell stories, enact drama and recite poems. He praised their creativity.

Keeping the feelings of statement, Child as God, 'Bal Devo Bhava' .

Before starting the training program all the trainees and resource persons made these 10 pledges for children.

## PLEDGE FOR CHILDREN

1. Leave no child out of care.
2. Listen to children.
3. Educate every child.
4. Protect child from discrimination.
5. Protect the earth/family for children.
6. Fight poverty and invest in children.
7. Stop harming and exploiting children.
8. Educating one girl child is equivalent to educating a family.
9. Check child marriage.
10. Develop nursery for children at cluster level.

Dr. S.K. Gupta  
RIE, Bhopal

**Title: Cognitive Development of children (0-5 years)**

**Focus:** To orient the teachers about the cognition, cognitive abilities, cognitive development of children and Piaget's theory of cognitive development, which consists- Sensory-motor (0-2 years), Preoperational (2-7 years), Concrete operational (7-11 years) and Formal operational (after 11 years) stages.

Cognition means mental processes i.e. learning, memorizing, perceiving and problem solving. Thus the meaning of Cognitive Development is the development of those skills which helps a child to learn new things, gain knowledge, use it and understand the world around. In this lecture it was told to the trainees that how children learn through the "trial and error" method, what they exactly think about the objects. The step wise development of language, problem solving ability and knowledge were also taught.

**Transaction:** Lecture method was used. Lecture started with the infants' ability of using five senses. Detailed discussion were made on every stage of changes in children's cognitive abilities. Piaget's theory was taught, emphasis was on the first two stages. In which the first stage was divided into 6 sub stages and second stage in two parts.

**Assessment:** Initially developing questions were asked to some students to measure their awareness and understanding about the title. During the discussion some active students were asked to guess how child develops their knowledge during infancy & childhood. At last students made some queries which had been answered. Later students also got assignment to write about the topic.

***Title:- Language Development***

***Focus:-*** To orient the trainees about the language development of children and various activities to enhance it .

***Introduction:-*** Language is a way to express one's self and to communicate with others. It's a unique asset to humans. Language development of children can be divided into five skills: listening, vocabulary, speaking (expression), reading and writing. Through various games, plays and activities this development can be shaped.

***Transactions:-*** Participatory method was used. All candidates were requested to share their experiences about how their child learns to use new words. After that I told them how year-by-year gradual development occurs. Various activities were taught to the trainees and they practiced those activities in the class room.

***Assessment:-*** To know whether the trainees are getting the content or not, in between questions were asked. Later written assignments were also given to assess their knowledge. They assigned to make a case study of their child (3-6 years)

On following points:

- No. of words s/he can speak clearly- in Hindi & in English
- No. of complete sentences he can speak-
- Instructions s/he follows-
- Sounds s/he discriminates-
- His/her eye hand coordination
- s/he feels difficulty in-

***Title: - Effective Parenting***

***Focus: -*** To orient the trainees about the effective parenting and parenting styles.

***Introduction:-*** In Indian context there is very much need on proper parenting. Right parenting is not only necessary for the physical development of the child but also for the psychological well being of the child. Four basic style of parenting has been identified by the psychologists who claim to have deep effect on the personality of the growing kids, named as Authoritative, Authoritarian, Permissive and Neglectful.

***Transaction:-*** Some issues related to effective parenting are child care professionals, diet nutrition, use of play to teach, managing fear, rewards and punishments as director of desirable behaviors, discussed. At last some tips for effective parenting were given. Later discussion was made on how they treat their own kids. A checklist was also presented to the trainees to evaluate their relation with offsprings.

***Ask Yourself***

*American Psychotherapist Vera Fahlberg has produced checklists of observations to be made for children of different ages and of their parents.*

*Do you*

- *Respond to the child's indications of discomfort?*
- *Show the ability to comfort the child?*
- *Enjoy close physical contact with child?*
- *Initiate positive interaction with child?*
- *Use appropriate disciplinary measures?*
- *Accept expressions of autonomy?*

***Assessment:-*** By the evaluation of the checklist its became evident that trainees were (at average) aware of the abilities of a good parent. Later the trainees were asked to write “An Essay on Effective Parenting”.

**Title: SCHOOL READINESS**

**Meaning:**

School readiness can be defined as the state of early development that enables an individual child to engage in and benefit from early learning experiences. School readiness thus involves activities that enable the practice of all the basic skills that a child should acquire before the child enters formal schooling. Thus broadly speaking Readiness activities include activities to enhance abilities in

- Listening
- Speaking
- Reading
- Writing
- Number work
- Cognitive and conceptual skills

**Focus / Objectives:**

1. To built rapport with the child
2. To develop a sense of security in the child while away from home.
3. To acquaint the child with the environment of the school.
4. To emphasis on the aspects that should be developed so that the child gets easily and actively involved in the teaching learning process.
5. To enhance the participation of the child by the use of activity based and child centred methods of imparting knowledge.
6. To develop in the child good personal habits of regularity, punctuality and cleanliness.
7. To develop in the child social habits.
8. To acquaint in the child the habit of participating in group activities.

**Transaction:**

For transacting the topic participative method of teaching was adopted in which the trainees were asked to first identify the needs of a child before he starts to go to formal school. A list of all the faculties that should be developed was made. Later the whole group was divided in to 5 groups and each group was asked to prepare an activity for the development of each of the faculties that were identified.

Activity based teaching was adopted to impart various method of developing the skills of a particular activity. For example for the development of listening skill a game called bombing the city was played with the participants.

**Assessment:**

For assessing the knowledge of the trainees probing questions were asked as the teaching learning process proceeded. The participants were asked to come up with their own activities after a few demonstrations were shown. The participants were also asked to perform the activity developed by them. In the end the trainees were asked to prepared a list of ten activities for the development of each faculty.

**Title: DEVELOPMENTAL MILESTONES****Meaning:**

A developmental milestone is a skill that a child acquires within a specific time frame. For instance, one developmental milestone is learning to walk. Most children learn this skill or developmental milestone between the ages of 9 and 15 months. Milestones develop in a sequential fashion. This means that a child will need to develop some skills before he or she can develop new skills. For example, children must first learn to crawl and to pull up to a standing position before they are able to walk. Each milestone that a child acquires builds on the last milestone developed.

**Focus / Objectives:**

1. To make the trainees aware of the importance of developmental milestones
2. To acquaint them with the fact that skill your child acquires within a specific time frame.
3. To make them realize that the development of a child will be different from the other children.
4. To put across the fact that Child development milestones develop in a sequential fashion.
5. To enumerate the various milestones that should be achieved at a particular age.
6. To enlist the milestones that should be achieved to measure proper cognitive, physical, socio – emotional and language development.
7. To make the trainee aware of the activities that should be conducted for the achievement of a particular milestone.

**Transaction:**

Initially the trainees were asked questions with respect to the milestones achieved by their children which they could remember. Lecture method was used to introduce the topic and to make the trainees aware of the different areas in which the milestones are to be achieved. A detailed list of the milestones that should be crossed at a particular age was given to the trainees. The activities that should be conducted for reaching a particular milestone not were also discussed. It was emphasized that delay in achieving a particular milestone, does not mean that the child has some retardation, as different children grow at varying rates. Practical examples were taken up through discussion in which the trainees shared their experiences and the teaching took place in a participative mode.

**Assessment:**

The trainees were asked initially to come up with the developments they had seen in their own children with respect to their age. Later questions were asked to them to measure their awareness and knowledge about the correct age of reaching a milestone. During the teaching learning process the trainees were also asked to share their experiences. In the end the trainees were asked to prepare an assignment in which they were asked to put down their observations of a child between the age of 3 to 6 years on the age at which he had reached a particular milestone and analyze if the child was having normal growth.

## **Title: PRINCIPLES OF CHILD DEVELOPMENT**

### **Focus / Objectives:**

1. To give to the trainees knowledge about the developmental patterns for children between the age group of 3 to 6 years.
2. To help the trainees know what to expect from a child and when to expect.
3. To make the trainees aware that knowing about the principles helps them to plan their classes in a systematic manner.
4. To make the trainees aware of the various factors influencing development.

### **Meaning:**

Child development is the progressive series of changes in human being from conception till death. These changes follow specific principles/patterns: they are called Principles of Child Development. Principles of Child Development includes inseparable facts like development a continuous process, development follows a predictable pattern, development is sequential, development proceeds at different rates, early development is crucial that later development, each phase of development has characteristic traits etc. The factors that affect development include intelligence, sex, glands of internal secretion, nutrition, environment, heredity etc.

### **Transaction:**

The topic was taken up with lecture method where the participants were first asked questions to test their previous knowledge and then all the principles were taken up one by one by giving example in each case. For examples when it was told that Development is a continuous process examples were taken up in which discussions were initiated and the group came up with a consensus that development is continuous process from the time of conception till death. It may slow down or speed up at certain times but it never stops completely at any one time. Likewise for explaining the factors affecting development each factor was discussed upon to make the teaching process more interactive and interesting.

### **Assessment:**

A series of questions were asked to collect information of what the students have learned and what needs to be taught. Regular probing was done to measure the understanding of the students. Questions were also asked on what was previously taught in order to identify if a student has learned the material.

## **Title: CONCEPT FORMATION**

## **Meaning**

- A concept is a class of stimuli which have common characteristics.
- It is organized information to the meaning of words which a particular society has accepted as means of communication.
- Every concept has attribute values.
- Abstract concepts for example – honesty, truth etc.
- Essential attributes and non essential values and attributes.

At pre-school stage the child learns concepts from direct experience and thus incompletely. The school must take these incomplete concepts and add all the relevant and eliminate all the irrelevant attributes.

## **Concept is –**

ordered information about the properties of one or more things or classes of things to be differentiated from and also related to other things or classes of things.  
a phenomenon of common characteristics.  
abstraction of certain features from a stimulus situation.  
collection of experiences or ideas grouped together on common properties.

## **Concept Formation**

Concepts develop gradually out of a series of experiences.

Steps

Awareness through perception

Comparison on the basis of essential attributes

Abstraction of common characteristics, it is conceiving of qualities even on the absence of concrete situation.

Verification and naming (name stands for concept)

## **Child's Concept Formation:**

- Development of concepts starts from the first year of life, eg.- Concepts of feeding, bottle, eyes, mouth, nose etc.
- Environment and experiences determine the quality and quantity of concepts.
- Appropriate sense training is very important for it. (Montessori)
- Not to rob the children of their fundamental rights for freedom and exploration.
- No formal learning without learning readiness.
- Sensory stimuli in their discrete form need to be categorised, arranged though not labelled.
- The didactic apparatus / material was used by Montessori for sense training eg.- blocks of different shapes, colours, material with different textures, toys to produce a variety of experiences.
- Children learn categorization in terms of attributes.

- Initiative understanding preceded crystallised concepts
  - Things before words
  - Experiences before expression
  - Concrete before abstract became her watch words
- All concepts are to be pegged on the direct personal experiences of children in an atmosphere free from completion and regimentation.
- The teacher has to sharpen existing vague concepts to more complex ones.
- Examples and illustrations should be within the experimental realm of pupils.
- Reduce irrelevant (non-essential) attributes and emphasis on relevant (essential) attributes.
- First hand experiences of objects and events help young children to develop concepts.
- Language acquisition is significant factor in concept formation.

## **Title – Drawing and painting through computer using Microsoft ® Paint**

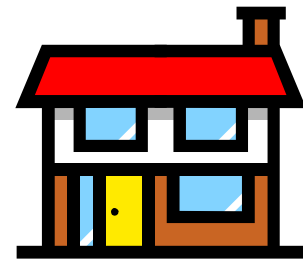
**Overview - Paint** is a drawing tool that we can use to create simple or elaborate drawings. These drawings can either be black-and-white or color, and can be saved as bitmap files. We can print our drawing, use it for our desktop background, or paste it into another document. We can even use Paint to view and edit scanned photos.

We can also use Paint to work with pictures, such as .jpeg<sup>1</sup>, .gif<sup>2</sup>, or .bmp<sup>3</sup> files. We can paste a Paint picture into another document we've created, or use it as our desktop background.

**Focus -** Demonstrate some ideas to the trainees for drawing and painting which can be used for teaching, using computer.

**Procedure --** Some common tasks are frequently performed when we use the software Microsoft ® Paint like:

- Draw a straight line
- Fill an area with color
- Set a Paint picture as our desktop background
- Display gridlines to make fine adjustments with color
- Work with images from a digital camera or scanner
- Send an image using e-mail



**Assessment –** After completing this tutorial, 7-10 candidates were fully excited to make drawings themselves. They made houses using straight lines, a circle filled with different types of colors, drew a rectangle and much more. When candidate had some difficulty during working, they were given the demonstration again and after observing the same topic, they could easily work on it. After two weeks, they presented their drawing, and were happy to use the software.

**Advantages –** For the nursery / primary level children, teachers can use this software (Microsoft ® Paint) in their teaching learning process. With the help of this software children can easily differentiate different types of colors, shapes, etc. Using these, children find new dimensions to their creativity.

They can enhance their eye-hand coordination, self esteem, and self confidence, along with increasing their interaction with computer.

1. In computing, **JPEG** (pronounced JAY-peg; ) is a commonly used method of compression for photographic images. ...
2. The graphical interchange format (GIF) is a graphical file extension. Most banner advertisements are created in the GIF format.

3. A **bitmap** is a type of graphic composed of pixels (picture element) in a grid.

## **Title: Major Parameters for setting up a Preschool**

### **Focus / Objective:**

1. To acquaint the trainees of the requirements in a preschool settings
2. To make the trainees aware of the various structural requirements in a preschool set up.
3. To tell the trainees about the various equipments and materials required to set up a preschool
4. To make the trainees enumerate the knowledge and the qualification of a preschool teacher.

### **Transaction:**

The trainees were initially asked questions regarding things that are required to start a preschool. This was done to check their level of understanding on the subject. After a few answers were given, a list of all the things told was made and objectively the usefulness of each item was analyzed. A few more additions to the list were made and their usefulness and need in the Pre School were discussed. The class was conducted in a participative form with question answer being a continuous part of the teaching learning process. The trainees were first made to make a list of all the needs of a preschooler in a preschool and then efforts were made to find the most optimum item that could fulfill that need.

The requirements in a preschool setting were broadly divided into three following categories –

1. Physical Structures and Settings
2. Equipments and material
3. The preschool staff

The topic was taken by identifying the dimensions of a preschool set up and then discussing them in detail.

### **Assessment:**

1. Make a class room with all the ideal facilities according to ideal situations
2. Prepare a recommendation for setting up a pre school.
3. Visit one pre school and study different parameters related to Pre School and give a critical report with suggestions.

## **Learning of children at nursery school level**

### **Introduction:**

Teachers of nursery school should know the characteristics of nursery school learners and their milestones of development. These children belong to the ages of 3-6 years. At this stage foundations are laid for lifelong development. Learning at this stage must be directed by child's interests and priorities.

### **Focus:**

- As senses are the gateways of learning, sensory education should form the basis of all learning. It should include direct experiences.
- Provide opportunity for self education and auto education.
- Psycho-Motor education is important for muscular development, which may promote walking, drawing, writing etc.
- Child nature has its full of expression and play. All activities should be selected as a joyful task.

### **Transaction:**

1. Child centered activity based.
2. Guided Exposure of the environment learning centered approach.
3. Opportunities should be provided for playing dramatizing, listening and expressing.
4. They should not be pressurizing into the three R's (Reading, writing & arithmetic).
5. While dealing the children mood swings should be kept in mind and leave they free accordingly (individually approach).

### **Assessment:**

1. There should not be any rigidity.
2. Assessment should be an ongoing process for a particular period.
3. More emphasis should be given in the performance of different areas. (Visual leaning, Audio learning and activity based learning).

**Title:** Learning Patterns of Nursery Children**Meaning:**

Learning patterns are the various ways by which a child involves actively creating linkages among concepts, skill elements, people, and experiences. Given a specific learning context, the student is able to use familiar patterns that are re-organized and extrapolated so that they become meaningful in a new situation. Understanding learning patterns can help to hone up a child's weaker skills & make happier, better rounded kindergarteners.

**Objectives:**

1. To classify the preschoolers on the basis of their learning patterns
2. To make the trainees aware of the various types of learners among preschoolers
3. To tell the trainees about the various characteristics about the different types of learners.
4. To enumerate the various techniques that can be used to enhance learning in a child having a particular type of learning pattern.

**Transaction:**

The class was an interactive session with the trainees was first asked their experiences on the various behaviours they had seen in among the children while at school. After a few ideas were collected, a power point presentation using the LCD projector was made to discuss the various learning patterns. The children were characterized into three types on the basis of their behaviour in the class room. These are:

Type-A - Who rely on visual skills when absorbing information

Type-B - Auditory learners with a preference for sounds and words

Type-C - Hands-on learners through touch & movement (excellent motor coordination & sense of space)

After each type was discussed the various methods through which learning in each type of children can be enhanced was also discussed. The class proceeded in a participatory form with regular inputs from the trainees on their experiences.

**Assessment:**

1. The trainees were asked to do a case study on a child and identify the type in which he can be classified into.
2. The trainees were also asked to prepare methods and aids that can be used to enhance learning in that particular child.

## **Title: Integrated Child Development Services (ICDS) Scheme**

### **Introduction:**

India is the home to the largest child population in the world. A significant proportion of these children live in economic and social environment which impedes the child's physical and mental development. These conditions include poverty, poor environmental sanitation, disease, infection, inadequate access to primary health care, inappropriate child caring and feeding practices etc. Government of India proclaimed a National Policy on Children in August 1974 declaring children as, "supremely important asset". The programme of the Integrated Child Development Services (ICDS) was launched in 1975 seeking to provide an integrated package of services in a convergent manner for the holistic development of the child. The programme of the Integrated Child Development Services (ICDS) was launched in 1975 seeking to provide an integrated package of services in a convergent manner for the holistic development of the child. ICDS today represents one of the world's largest programmes for early childhood development. The Anganwadi, literally a courtyard play centre, is a childcare centre, located within the village itself. The concept of anganwadi was given by TARABAI MODAK.

### **Objectives:**

1. To make the trainees aware the usefulness of ICDS scheme in India.
2. To tell to the trainees the agencies through which the services are provided under the ICDS scheme.
3. To explain to the trainees the thrust area that the ICDS scheme covers
4. To enumerate the services provided by the ICDS centres.

### **Transaction:**

The concept of ICDS was given by first emphasizing on the needs of the children in the age group of 0 – 6 years in India. The trainees were asked to list a few essential services that children in the early childhood stage need. After all the points were collected, the concept of ICDS was introduced to the trainees. The presentation was done using a power point presentation. The trainees were given in formation about the services provided by the *anganwadi* which is the centre through which the various services of the scheme are disseminated. The trainees were told that a package of following six services is provided under the ICDS Scheme:

1. Supplementary nutrition
2. Non-formal pre-school education
3. Immunization
4. Health Check-up
5. Referral services
6. Nutrition and Health Education

The services provided under each package were explained in detail. Later for practical exposure the trainees were also taken to an *anganwadi* where the trainees could confirm the theoretical aspect through real life experience.

**Assessment:**

1. The trainees were asked to prepare a list of facilities that should be necessarily provided to any child between the age group of 0 – 6 years.
2. The trainees were asked to prepare a detailed report on their visit to any anganwadi and the services provided by the centre
3. The trainees were asked to provide suggestions for improvement of the ICDS centre they visited.

During the visit to ICDS (Aanganwadi) trainees were asked to record about Pre-school activities (2 hours) i.e.

1. prayer
2. free conversation
3. personal cleanliness
4. reading readiness
5. writing readiness
6. pre-number concept
7. indoor games
8. action songs
9. outdoor games
10. story telling

**Nursery Teacher Training (NTT) Colleges in India**

Following is the list of colleges in India with address, eligibility criteria and course duration which provides Nursery Teacher Training (NTT) degree. Please note that this list of colleges is created dynamically based on the keyword 'Nursery Teacher Training (NTT)'.

Degree / Course	College / Institute	State	Eligibility	Course Duration
Nursery Teacher Training (NTT)	G.R. Memorial Nursery Teachers Training Institute, Nilothi Morh, Delhi 110041	Delhi	10+2	

Nursery Teacher Training (NTT)	Manav Bharati Nursery Teachers Training Institute, Panchsheel Park 110011	Delhi	10+2	
Nursery Teacher Training (NTT)	Mata Rajkumari Chaddha Nursery Teachers Training Institute, M-111, Guru Harikishan Nagar, Paschim Vihar 110041	Delhi	10+2	
Nursery Teacher Training (NTT)	Nursery Teachers' Training Institute (Bal Bharti) Pusa Road, Karol Bagh, Delhi 110005	Delhi	10+2	
Nursery Teacher Training (NTT)	Vidya Teachers Training Institute, Vidya Bhawan, Bangla Sahib Road, Opp. Kali Mandir 110001	Delhi	10+2	
Nursery Teacher Training (NTT)	Women's Training Institute (YWCA of Delhi), Bangla Sahib Lane, New Delhi 110001	Delhi	10+2	
Nursery Teacher Training (NTT)	Basic Training Centre, PO. Resubelpara, East Garo Hills 794108	Meghalaya	10+2	
Nursery Teacher Training (NTT)	Govt. Normal Training School, PO. Resubelpara, East Garo Hills 794108	Meghalaya	10+2	
Nursery Teacher Training (NTT)	District Institute Of Education & Training, P O Howly, Barpeta Dt. 781316	Assam	10+2	

# *Assessment*

*I) PRE ASSESSMENT*

*II) MID TERM ASSESSMENT*

*III) POST ASSESSMENT*

## Mid Term Assessment

1. What was your view point before joining the course?

dkslZ esa 'kkfey gksus ls igys vkidk D;k n`f"Vdks.k Fkk ?

2. What were your thoughts after the pre-test?

izh&VsLV ds i'pkr~ vkids D;k fopkj Fks ?

3. How did you feel after you started with the theory classes?

IS)kfUrd d{kk,Wa izkjaHk gksus ds ckn vkus dSlk vuqHko fd;k ?

4. What did you feel when you prepared some teaching-learning material?  
List a few you prepared.

tc vkus f'k{k.k vf/kxe lkexzh rS;kj dj yh rc dSlk vuqHko fd;k ? muesa  
ls dqN dh lwph cukb, A

5. What were your feelings when you played the outdoor games? List a few  
games you played?

tc vkus outdoor games [ksys rc dSlk vuqHko fd;k ? vkids }kjk  
[ksys x, dqN [ksyks dh lwph cukb, A

6. How did you feel after the visit to SOS?

SOS Hkze.k ds i'pkr~ vkus dSlk vuqHko fd;k ?

7. How has your attitude changed after knowing the principles and domains  
of children of age group 3 to 6 years?

3&6 o"kZ vk;q lewg ds cPpksa ds fodkl ds fl)krks vkSj {ks=ksa ds  
ckjs esa tkuus ds  
i'pkr~ vkidh vfHko~fr esa fdl izdkj ifjorZu gqvk ?

8. Do you think you are capable to teach a child of pre-school level?

D;k vkidks yxrk gS fd vki folky; iwoZ Lrj ds ,d cPps dks i<kus esa  
l{ke gS ?

9. What are your expectations now with the course?

vkidh vc bl dkslZ ls D;k vis{kk,W gS ?

**Regional Institute of Education,  
Bhopal**

**Three Months Nursery Teachers Training Certificate Course  
Final Assessment**

**Paper – I Growth & Development of Preschool Children**

Max. Marks – 60  
hrs.

Time – 3

Attempt any three questions.

fdUgh 3 iz'uksa ds mYkj nhft, A

Each question carries equal marks

izR;sd iz'u ij leku vad gSa A

Q. 1 Describe various milestones of physical motor development of child in sequential order?

cPpksa ds 'kkjhfd xked fodkl ds fofHkUu pj.kksa dk Øekuqlkj o.kZu dhft, A

Q. 2 Discuss important domains of child development.

Ckky fodkl ds fofHkUu egRoiw.kZ vk;keksa ij ppkZ dhft, A

Q. 3 How language develops in child at the age of 3 to 5 years? Mention some activities for language development.

3&5 o"kZ dh vk;q ds cPPkksa esa Hkk"kk dSls fodflr gksrh gS\ Hkk"kk&fodkl ds fy, dqN fØ;kvksa dk o.kZu dhft, A

Q. 4 Write an essay on Effective Parenting.

izHkkoh ykyu&iky ij fuca/k fyf[k, A

Q.5. How children with special needs can be identified earlier?

fof'k"V vko';drk okys cPpksa dh 'kh?kz igpku dSls dh tk ldrh gS A

Q.6. What are gifted children? Explain their main characteristics and the methods used to teach such children.

izfrHkk'kkyh cPps dkSu gksrs gS? mudh izeq[k fo'ks"krkvksa dh O;k[k; dhft, rFkk muds f'k{k.k esa  
iz;qDr gksus okyh fof/k;ksa dk o.kZu dhft, A

**Regional Institute of Education,  
Bhopal**

**Three Months Nursery Teachers Training Certificate Course  
Final Assessment**

**Paper – II Children and their ways of Learning**

Max. Marks – 60

Time – 3 hrs.

Attempt any three questions.

fdUgh 3 iz'uksa ds mYkj nhft, A

Each question carries equal marks

izR;sd iz'u ij leku vad gSa A

- 
- Q1 What do you understand by learning? What are the different methods by which children learn?  
vf/kxe ¼lh[kuk½ ls vki D;k le>rs gS ? cPps fdu fdu fof/k;ksa }kjk lh[krs gS ?
- Q2 Describe the importance of play way method in pre school education?  
iwoZ izkFkfed f'k{kk es [ksy i}fr dk D;k egRo gS ? le>kb, A
- Q3 Activity Based Learning is the most important means of teaching at pre school level. Discuss.  
iwoZ izkFkfed Lrj ij fdz;k vk/kkfjr vf/kxe f'k{k.k dk lcls egRoiw.kZ ek;/e gS A foospuk djsa A
- Q4 Describe learning patterns among children? State the various techniques used to enhance learning in various types.  
cPpksa esa vf/kxe ds rjhdks dk mYys[k dhft, A fofHkUu izdkjks esa vf/kxe dks c<+kus ds fy;s iz;qDr dh tkus okyh fof/k rduhdksa dk o.kZu dhft, A
- Q 5 What do you understand by learning difficulties? Describe the various learning difficulties faced at pre school level?  
vf/kxe dfBukb;ksa ls vki D;k le>rs gks A iwoZ izkFkfed d{kk esa ikbZ tkus okyh

fofHkUu izdkj dh vf/kxe dfBukb;ksa dks nwj djus dh fof/k;ksa dk o.kZu djksa ?

Q6 Write short notes on any two of the following –

- a) Peer Learning
- b) Joyful learning
- c) Learning through observation

fuEu esa ls fdUgha 2 ij laf{klr fVli.kh fyf[k, &

v<sup>1</sup>/<sub>2</sub> lgikfB;ksa }kjk lh[kuk

c<sup>1</sup>/<sub>2</sub> vkuane; vf/kxe

l<sup>1</sup>/<sub>2</sub> voyksdu ds }kjk vf/kxe

**Regional Institute of Education,  
Bhopal**

**Three Months Nursery Teachers Training Certificate Course  
Final Assessment**

**Paper – III Development of Local Specific Material**

Max. Marks – 60

Time – 3 hrs.

Attempt any three questions.

fdUgh 3 iz'uksa ds mYkj nhft, A

Each question carries equal marks

izR;sd iz'u ij leku vad gSa A

- 
- Q1 Explain the importance of play and its various types in child development.  
cky fodkl esa [ksy dk egRo rFkk [ksy ds izdkjksa dk foLrkj ls o.kZu dhft, A
- Q2 Discuss the teaching aids that can be used to teach a story or rhyme in a nursery class.  
Illustrate with example.  
iwoZ izkFkfed d{kk esa dgkuh vFkok dfork i<+kus gsrq mi;qDr f'k{k.k lkexzh dk mnkgj.k lfr o.kZu dhft, A
- Q3 Prepare an appropriate lesson plan to teach number concepts to children of nursery class.  
iwoZ izkFkfed d{kk esa cPpksa dks vad Kku dh f'k{kk iznku djus gsrq mi;qDr ikB ;kstuk dh :ijs[kk cukb;s A
- Q4 Enumerate a few activities that can be conducted for children of nursery class for the development of their fine and gross muscles.  
lw{e ,oa cMh ekWlisf'k;ksa ds fodkl ds fy;s iwoZ&izkFkfed d{kk ds fo|kf/kZ;ksa dks dj;h tkus okyh xfrfof/k;ksa dk lfoLrkj o.kZu dhft, A
- Q5 Describe a few activities that can be used for children of nursery class for the development of their creative aspect.  
iwoZ izkFkfed d{kk esa fo|kfFkZ;ksa ds l'tukRed fodkl gsrq mi;qDr fdz;kvksa dk o.kZu dfj, A

Q6 List three indoor and three outdoor games. Explain any one of them in detail.

rhu indoor o rhu outdoor [ksyksa dh lwph cukb, A fdlh ,d dk foLrkjiwoZd  
o.kZu  
dhft, A

**Regional Institute of Education,  
Bhopal**

**Three Months Nursery Teachers Training Certificate Course  
Final Assessment**

**Paper IV Role of Agencies Working for Preprimary School Children**

Max. Marks – 60

Time – 3 hrs.

Attempt any three questions.

fdUgh 3 iz'uksa ds mYkj nhft, A

Each question carries equal marks

izR;sd iz'u ij leku vad gSa A

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- Q1 Explain the importance of pre school education.  
iwoZ izkFkfed f'k{kk dk D;k egRo gS? le>kb;s A
- Q2 Elaborate on the contributions of Maria Montessori or Gijubhai Badheka in the field of pre school education.  
folky; iwoZ f'k{kk ds {ks= esa ekfj;k ek.Vsljh@ fxtqHkkbZ ds ;ksxnku dh O;k[k; dhft, A
- Q3 Write an essay on the functioning of anganwadi  
vkazxuckM+h dh dk;Ziz.kkyh ij ,d fuca/k fyf[k;sa A
- Q4 Elaborate on the policies formulated for the enhancement of pre school education in India.  
iwoZ izkFkfed f'k{kk ds lanHkZ esa Hkkjr esa dkSu dkSu lh uhfr;kW cuk;h x;ha gS ? o.kZu dfj, A
- Q5 Explain the things to be kept in mind while setting up a pre school.  
iwoZ izkFkfed folky; dh vk/kkjHkwr vko';drkvksa dk lfoLrkj o.kZu djksa A
- Q6 Write an essay on your visit to SOS village.  
vkids }kjk fd;s x, SOS ckyxzke ds Hkze.k ij ,d fuca/k fyf[k, A

## POINT BEFORE JOINING THE COURSE - MRS. AMUDHA.S.

1. Since I am a B.Com graduate, my aim was to become a Chartered Accountant. At the same time I was very interested in Media field. So I joined as a Media Executive in an Advertising agency. After marriage I could not continue with my job. I resigned the job and I came with my husband. My life style was changed into the teaching style. I do not want to keep full stop to my knowledge. I started taking tuition at home for 1<sup>st</sup> std to 10<sup>th</sup> std. even now I am taking tuition at home.

Since I was enjoying the teaching line, immediately when I heard about the NTT course, I was happily entered my name for this course. I used to reject the Nursery students for tuitions. Because I felt it is very difficult to manage or control or teach the nursery students. It was my thinking before attending this NTT course. But after joining this course, I think I am able to teach the nursery children. So I allowed 2 students from Nursery and UKG for my tuition. Since I was forced to teach their syllabus at tuition, I could not use my teaching aides in my tuition hour. My thinking before joining this course was entirely different. I thought Nursery teaching is nothing. Nursery teaching is not necessary for the children. Let them enjoy till 6 years. After that their schooling life will start from first standard. After attending this course, I came to know the value of the nursery school. I came to know that the nursery schooling is the foundation for the further studies. We have to teach them through play way method.

Before joining this course, I was not think about or entirely forget about the environmental location of the school. After joining the course I am sure that the school should be located in such a place, so that the children can run freely and improve their physical development. So my thinking was entirely different from before joining and after joining this course.

### **2. *THOUGHTS AFTE THE PRE-TEST***

Pre-test is important for us. Because, before test I was not worried about the notes. Just I was having few points whatever I noted in the classes. But now I started preparing upto date notes. Now a days I am very much concentrating the notes, so that there won't be any difficulty at the time of next test.

Pre-test is necessary for us to have an idea about the pattern of the question paper, and points to be covered for the particular question. Before pre-test I was just enjoying the activities whatever we do in the class, and enjoying the indoor and outdoor games. But I was not concentrated or worried to know about the development of a particular activity or a game.

But now I am immediately making it a note after a particular activity or a game and even about the skills which are developing from that activity or a game. So that it will be helpful for the next test. I am concentrating much in the class hours also. Particularly in the theory classes I used to write the points, so that I will not forget the points while preparing the notes. So, the pre-test is necessary for us and the pattern of the question paper was very nice. This type of question paper is better than the objective type questions.

### **3. *FEEL ABOUT THE THEORY CLASSES***

I felt very shocked after started with the theory classes. Because before joining this course I thought that the theory classes will be in English. So that there won't be any difficulty in preparing notes. But after attending the theory classes. I felt shocked because the lecture was given in Hindi. I thought 1 or 2 teacher will teach in Hindi. But except 1 or 2 teachers, others are teaching in Hindi.

It was and It is very difficult for me to understand and to translate Hindi to English. I could not find and it is very difficult to find a correct English word for many Hindi words.

Since the Nursery teaching was a new subject, I do not had much knowledge or ideas about the theory classes. In the beginning of the classes I was little confused and not understanding properly. Since all the teachers were teaching about children and their skills, I was confused 'why all the teachers are teaching about a particular topic and in their own styles and this course is very difficult.

But after many more days, I came out of this confusion. I am coming to the classes very happily. I can understand the teaching style of the teachers.

#### **4. TEACHING MATERIAL**

Since the teaching of the Nursery Children should be through play way method, teaching-learning material plays an important role. When we started preparing some teaching materials, I thought it is wastage of time and unnecessarily we are spending money on the materials after knowing the uses of the teaching-learning materials. I came to know about the value of the teaching aids.

The following are the few teaching learning materials prepared at Sourya Army Preparatory School where we are going for the teaching practice.

i) English Alphabet Chart and a dice

Here a chart contains 6 alphabets and a dice of these 6 alphabets. Under each alphabet there are 3 empty boxes. 3 flash cards for each alphabets. So each chart has 18 flash cards and a dice.

ii) Puppets

1. Family puppets:- Grand Father, Grand Mother, Father, Mother, Elder brother, Younger brother .
2. Wild animals :- We prepared 5 wild animals puppets
3. Domestic animals : We prepared 5 domestic animals puppets
4. Fruits and Vegetables: We prepared 5 fruits and 5 vegetables puppets.

iii) Flash Cards

1. Animals flash cards: Each animals should have 2 cards
2. Fruits flash cards:- Each fruits should have 2 cards of same picture.
3. Vegetables flash cards:- Each flash cards should have 2 cards of same picture.
4. Number flash cards:- We have prepared numbers from 1 to 20 flash cards.

iv) Dominoes for colour identification: - We prepared 8 cards as a loop for colour identification.

v) Dominoes for Hindi alphabets:- We prepared 8 cards as a loop for hindi alphabets i.e. left side picture or alphabet and right side picture or alphabet and they have to associate the picture with the alphabet.

vi) Doll:- We stitched a doll (girl) with waste cloth and cotton. It may be used in story telling and in other activities.

vii) Puzzles :- We prepared a puzzle in a thermocoal

viii) Elephant face:- We prepared an elephant face with the help of block chart. This was done in our class. These teaching aids helps us to do many activities so that the children can understand easily.

## 5. **FEELINGS ABOUT THE OUTDOOR GAMES**

I really enjoyed the outdoor games. I recalled my school life. Outdoor games are one the games in physical activities. Not only the indoor games, outdoor games also important for the children. Here they will play freely.

Here many outdoor games we played few of them are as follows:-

1. In & Out game:- Ist we have to draw a circle. Every body should stand outside the circle. If teacher says “in” every body should jump in side the circle. If she says”Out: we have to jump outside.
  2. Sit & Stand:- In the same way if she say stand, we have to stand. If she says ‘sit’ we have to sit.
  3. Passing ball:- We have to switch ‘ON’ the music. Before that we have to stand in a circle. After music starts, we have to pass the ball to each other. If music stops we have to stop passing the ball. Lastly the person who holds the ball should come to the centre of the circle and pick up a folded piece of paper and act or sing or dance accordingly mentioned in the paper.
  4. Pick up the flesh cards:- Here the children should be divided into groups. Each groups may be 8 to 10 members. They have to stand in the opposite direction. Flesh cards of 8 to 10 (which may contain English or Hindi words or alphabets) kept in the centre to the each groups. Same words which are in flesh cards to be told slowly to the each of the children. As soon as the teacher says a particular word or a alphabet, the children who are given the same word should run and come to the flesh cards and pick up their cards and run to their place.
  5. Identification of picture:- A piece of paper which contains any picture like birds, animals etc should be pinned or stucked at the backside of a child. Others should stand in a circle. This child should stand in the centre of circle. He has to identify the picture which is stucked at the back side. He should ask others about the picture. Others should answer ‘yes’ or ‘no’.
  6. Songs and action:- Group wise the children should stand. When the teacher starts singing the song, the children should give action accordingly.
  7. Identify the sounds: - One child should be tied his eyes with a piece of cloth. He should touch others. Others should give sounds so that he can here the sound and catch them. These are the few activities or outdoor games we played.
6. **Activities of listening and speaking:-** Listening and speaking are the skills of language development. Here the listening plays significant role. First we used to listen and act accordingly. So we have to do more activities related to listening and speaking. Few activities have been taught for us relating to listening and speaking skills. These types of activities are very important for the children. Since they listen carefully and repeat the rhymes or at the time of answering the questions, their listening and speaking skills develops.

The following are the few activities related to the development of listening and speaking skills.

1. Listening to music
2. Story telling
3. Rhymes

4. Demonstration
5. Sound identification
6. Listen and do

1. Listening to music:- Every body should stand in a circle. Switch ON the music. After switch ON the music, we have to pass the ball to each other. If music stops, we have to stop passing the ball. Lastly the person who holds the ball should come to the centre and pick up a folded piece of paper and act or sing accordingly mentioned in the paper.
2. Story telling:- Through story telling both the listening and speaking skills develops.
3. Rhymes:- through rhymes also it increases both listening and speaking skills.
4. Demonstration: - If we do any drama, here also the listening and speaking skills develops.
5. Sound identification:-Children should close their eyes and sit for few minutes. After few minutes teacher will ask about the sounds heard by them. Through this first they will listen carefully and identify the sounds.
6. Listen and do:- Through 'Simon Says' way we can do many activities. Like if the teacher says 'simon says sit' they have to sit, if she says, 'Simon says stand they have stand. Here the listening skill develops.
7. Flash Cards:- Here the children should be divided into groups. Each groups may be 8 to 10 students. They have to stand in the opposite direction. Flash cards of 8 to 10 contains English or Hindi words kept in the centre to the each groups. Same words to be told slowly to the each of the children. As soon as the teacher says a particular word, the children who are given the same word should run and pick up the correct flash card. Through this the listening skills develop.

## 7. ***FEELINGS AFTER THE VISIT TO SOS***

Before visiting to SOS, I thought 'Is it necessary to visit SOS village? Since ours is NTT course. I don't think it is necessary to visit SOS. But after visiting SOS village, I confirmed that 'IT IS NECESSARY TO VISIT SOS VILLAGE'. After visiting SOS we came to know much more about the village and the mothers who takes care of the children. We collected many information about the village.

The SOS save our soul is a place, which gives shelter and care to the needy children. If we found any children who do not have any body to look after or unable to give shelter to the children, those children are informed to the SOS village. We have to definitely keep few words about the houses and the mothers. I found many people of different places and different language people in one place.

Before visiting the SOS village, I thought the mother is the one who gives birth to the children. After visiting the SOS village, I came to know that the mother is the one who gives care and look after the children carefully. I had spoken to few mothers in the SOS village. I felt unhappy when I heard about their old stories. I would like to thank those people who have arranged this opportunity for us to visit such place.

Each and everyone cannot open such a school or village to the needy children. But we can pray GOD to give much more strength to those people who work for this village.

## **8. MY ATTITUDE AFTER KNOWING THE PRINCIPLES & DOMAINS**

Child development is the progressive series of changes in human being from conception till death. After knowing the principles and domains of the children of age group 3 to 6 years, my mind was some what clear. And it helped me to understand my children very easily. Before I used to beat my children like anything, if they do any mistake or if they play in the soil. But now a day I am not beating my children. Whatever I wanted to teach them, I am teaching them very slowly and I am not wasting my energy.

So, knowing about the developmental patterns for different age groups helps us to know what to expect from a child and when to expect knowing what to expect at a particular age group helps in knowing about the standards or norms. If parents and teachers are aware they can guide the children accordingly from one stage to another.

And I came to know that all the domains of development are closely related. Disturbance in any one area affects the other areas. The knowledge of development is necessary for parent, teachers and caregivers so that any deviations in children could be quickly identified to put the child as to create interventional programme in school as well as in the home.

## **9. CAPABLE TO TEACH A CHILD OF PRE-SCHOOL LEVEL**

Yes, of course, I am capable and I have the ability with me to teach a child of pre-school level. Since I am taking and teaching tuition at home. I think there will not be any problem for me in teaching. I am sure that I'll enjoy this teaching line.

From past 1<sup>1/2</sup> months, this course taught me a lot about the nursery teaching. I learnt many ideas and activities which are useful for nursery level.

After this ½ months course I have the capacity with me to teach the nursery children. I am sure that before completion of this course, I will be a confident and capable teacher for teaching nursery level.

## **10 EXPECTATIONS NOW WITH THE COURSE**

Since the course is called NTT – Nursery Teaching Training. We are getting training to teach the nursery children. As I mentioned earlier, I was fully shocked when the training was given in Hindi. It is very difficult for me to understand correctly and translate Hindi to English.

Since this course is very new for me, I do not had much knowledge or idea about the course from the past 1<sup>1/2</sup> months course, I learnt many things. This course taught me the ideas and the variety of activities which are useful fro nursery children.

From past 1<sup>1/2</sup> months, this course trained me a lot and created high level confidence in me.

Full and full 1 month course is there to finish this course. I expect more English words in between the lectures, from the teachers who teach in Hindi. So it will be very much helpful for me to understand easily, so that I can write more.

I am sure that, this course will submit or produce a fully trained and well versed and confident and a capable teacher to the nursery children called.

## MY EXPERIRNCE OF "SOS" VILLAGE VISIT : SEEMA NAUTIYAL

SOS village here "SOS" means save our soul is well named for such an organization. It is really impossible to share our experience of this visit in words. At least for me, it is not at all possible to explain what I felt and what I learnt from this visit. I was very much excited to go to the SOS village as I have never been to such place before. After reaching there I felt a different kind of feeling. First thing the location and view of this village is so peaceful and filled every body with such a high energy that we all forget our tiredness. So many trees and greenery all around looks so nice. After reaching there we made 5 groups and each group went to different – different classes. I went to nursery "Cherry" class with my group. The strength of that class was 24 students. As we entered the class A4 students stood up and wished us good morning. All children were looking at us surprisingly. We told mam to carry on her work and we observed students. We started interacting with students. They were doing "Recognising Letter" we listened poems also. One student told "The man and the Goose" story, most naughty girl of that class was Shreya Verma. She was from SOS village.

The whole class room was fully decorated with charts like "Good habits", "The man and the Goose" story, counting 1-20 and many more charts. Mam explained what kind of difficulties she faces when a new child come to the class. How the first 2-3 months time is so critical for the child itself and teachers and parents. But after that they want to come even on holidays. We saw their drawing books. There were sun with match sticks, fish with thumb painting, paper folding activity etc. She told how students enjoy that and learn easily from activities. There are 2 sections of nursery and 2 of KG class. We went to other classes also. After that we went to SOS village quarters. There are 4 blocks, each block consist of 4 quarters. There are Muslim, Hindu, Christian quarters separately. There is one mother in each quarter and she looks after each and every requirement of the children of his house. There is no help of government, only land is given by government. This organization is functioning only with the help of NGO's and different sponsors.

We were totally surprised to see their houses. These quarters are so well maintained. Every facility is being provided there like T.V, Fridge etc. we found there that children live there just like their own house. Some girls we found are very intelligent doing "Mass Communication" and those who were in 12<sup>th</sup> student, they had put slogan of their aim of 90%. One thing which I noticed is that there were more girls in comparison of boys. May be this is because of psychology of our society. There we save many medals and trophies in each house. We came to know that they send boys of 14 + to boys hostel which is in SOS village only. We came to know how they make marriages of their children. How their children are settled in abroad also. Many of them are working. How mothers treat all his children just like their real mother. How director of "SOS" behave like their father and interact, intervene in every activity like even if any problem comes in married life of any one. Every thing is so well planned that how many times to visit a married child's home. Before marriage how they do investigation of in law's of girl child. In a corner of my heart I felt sympathy for them but then I realized I should not feel bad for them instead I should feel proud for them that how bravely they are living and not like us we have all facilities but still not satisfied but hats off to all of them. The way of their living life I noticed children of 'SOS' are very active and smart. Many children are studying in well known schools and are scoring highest marks in their classes.

In short I would say I invested this day of my life which will pay me life long. I learnt how to fight wrong situations of our life boldly I would like to thank everybody for giving me such a lovely experience.

## FACULTY INVOLVED IN THREE MONTHS CERTIFICATE COURSE FOR NURSERY TEACHERS TRAINING

FROM REGIONAL INSTITUTE OF EDUCATION, BHOPAL

1. PROF. A.B. SAXENA
2. PROF. V.K. SUNWANI
3. DR. S.K. GUPTA
4. MRS. ANJULI SUHANE
5. MR. BASANT KUMAR
6. MR. MAYANK SHRIVASTAVA
7. DR. SUNITI KHARE
8. MS. SHUCHITA NEGI
9. DR. LATA AGRAWAL
10. MR. TARAK NATH PAL

FROM DEMONSTRATION MULTIPURPOSE SCHOOL, BHOPAL

1. MRS. GEETA SAHARIA
2. MR. JOSE J.K.
3. MRS. SURUCHI RAWAT
4. MS. NUTAN SHARMA
5. MS. YAASMEEN BANO
6. MR. KHAYALI RAM
7. MRS. HEMLATA DAHARE
8. MRS. KAMLESH MARKAM

ADMINISTRIAL SUPPORT

1. MR. J.P. SINGH
2. MR. GIRISH DEVGADDE
3. MR. RAKESH SONI
4. MR. RITESH MISHRA

EXTERNAL RESOURCE PERSONS:-

- 1) PROF. G.N.P. SHRIVASTAVA (RETD PROF RIE, BHOPAL )
- 2) MRS. SUNITA SINGH, (PRINCIPAL SOS VILLAGE SCHOOL)
- 3) MRS. NEERAJ GHEI
- 4) MRS. JAYA MENON, (SPECIAL EDUCATOR)
- 5) MRS. SHAILY SATISH, (KIDZEE TRAINED)

**LIST OF THE TRAINEES SUCCESSFULLY COMPLETED THREE  
MONTHS NURSERY TEACHERS TRAINING COURSE  
(12<sup>TH</sup> JANUARY TO 12<sup>TH</sup> APRIL 09)**

<b>S.No.</b>	<b>Name</b>
1	Vibha Tiwari
2	Seema Nautiyal
3	Karuna Soni
4	Vandana Lalotra
5	Banasree Das
6	Shashi Singh
7	Anju Yadav
8	Sangita Bando
9	Neema Joshi
10	Jijabai Darade
11	Dhavale Supriya
12	Sangeeta Yadav
13	Shanti Mandol
14	Amudha S.
15	Arti Mewar
16	Archana Dubey
17	Rupanjali Gautam
18	Vidya V. Nair
19	Priya S.
20	Vimla Devrani
21	Bebi Lata Pallai
22	Subana Azmi
23	Jyoti Gahlyan
24	Sudesh Sharma
25	Hema Deopa
26	Manju Devi
27	Surender Kaur
28	Madhu Yadav
29	Sujana Jeevan
30	Seema N. Sadawarti
31	Seema
32	Sunita Pandey

## **COURSE OUTLINE**

### **Paper 1 - Growth and Development of Preschool Children**

#### **1.1 Stage and Milestones of Child Development**

Child development and milestones; the pattern, sequence, uniqueness and integrated nature of child development

#### **1.2 Domains of Child Development**

Cognitive development – Basic concepts, Environmental concepts, Number concepts, Thinking skills.

Physical motor development – Gross and fine.

Language development - Listening, speaking, reading & writing

Readiness skills - Reading, Writing & Number Readiness

Socio – emotional development

#### **1.3 Development of Creative Thinking and Expression**

#### **1.4 Early Identification of Children with Special Needs**

#### **1.5 Effective Parenting**

#### **Suggestive Activities & Their Assessment**

### **Paper 2 - Children's ways of Learning**

#### **2.1 Basic Psychology of learning**

Process of Learning

Sensation

Perception

Concept formation

Self Awareness

#### **2.2 Learning Styles of Children**

- Multi sensory learning
- Observation style of the child
- Peer Learning
- Play way method
- Maxims of Teaching & Learning

## **2.3 Effective Methods of Learning**

- Joyful learning
- Motor learning
- Observational Learning/Social Learning
- Activity based learning

## **2.4 Identification of Learning Difficulties & Behavior of Children**

- Individual Differences
- Identification
- Diagnosis
- Intervention

### **Suggestive Activities & Their Assessment**

## **Paper 3 - Development of Local Specific Material**

### **3.1 (a) Play**

Importance of play

Types of play

### **3.1 (b) Other Instructional Aids/ Learning aids**

## **3.2 Encouraging Motor Activities Through**

- Drawing
- Painting
- Printing
- Cutting And Pasting, Tearing and Paper Folding
- Modeling – Clay.
- Daily Living Skill

## **3.3 Encouraging Creativity Through.**

- Music And Dance
- Story Telling
- Puppetry
- Theatre

- Mask Making
- Sand Play with Accessories
- Water Play with Accessories
- Blocks With Accessories
- Audio Visuals Aids

### **3.4 Development of Teacher Made Material.**

#### **Suggestive activities & their assessment**

### **Paper 4 - Role of Agencies Working for Preprimary School Children**

**4.1 Significant Contributions of Piaget, Montessori, Froebel, Gijubhai Badheka, Tarabai Modak on Preschool Education**

**4.2 Policies on Pre-School Education** with reference to National Children's Policy 1974, National Policy of Education 1986, National Plan of Action 1992, National Plan of Action for children 2005 & NCF 2005.

### **4.3 Setting of Pre-primary School**

#### **4.4 Initiatives and Interventions in preschool:**

Government (ICDS)

Private (DPS, Kid Zee, Bila Bong, DAV etc.)

Non-Govt. Organization

#### **4.5 Agencies involved in preschool education**

National Council of Educational Research and Training

National Institute for Public Cooperation and Child Development

Indian Council for Child Welfare

Department of Women and Child Development

Central Social Welfare Board

SOS Villages

United Nations Children's Fund

## **Suggestive activities & their assessment**

### **Paper 5: Practicum; Internship and Related Activities.**

#### **1. Practicum**

- Case study
- Interview With Parents
- Port folio Assessment
- Project work

#### **2. Internship**

The trainees will have to undergo internship at pre primary centres. The participants can be asked to plan preprimary activities keeping in mind the various domains of development on a daily basis and undertake these activities in the various preschool set ups.

Evaluation will be conducted on a monthly basis. The objectives should be to make the trainees theoretically competent and practically skilled. The trainees will be asked to prepare five lessons/activities for transacting various skills.

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- Hkk"kk & lquuk] cksyuk] i<+uk ,oa fy[kuk
- dksS'ky fodkl & iBu] ys[ku ,oa vad rS;kjh
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#### **3-2 xR;kRed xfrfof/k;ksa dks izksRlkgu**

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- l;ks] ekW.Vsljh] Qzkscsy] fxtwHkbbZ cf/kd] rkjkckbZ eksnd

### **4-1 'kkyk & iwoZ f'k{kk gsrq uhfr;ka fuEu lanHkZ esa**

- jk"V<sup>ah</sup>; cky uhfr ¼NCP 1974½
- jk"V<sup>ah</sup>; f'k{kk uhfr (NPE 1986½
- jk"V<sup>ah</sup>; dk;kZUo;u dk;ZØe ¼NPA1992½
- CkPPkks ds fy;s jk"V<sup>ah</sup>; fØ;k ;kstuk (NPAC 2005½
- ,u-lh-,Q & 2005

### **4-3 iwoZ izkFkfed dsUnzks dh LFkkiuk**

### **4-4 fuEukfdar dk 'kkyk iwoZ f'k{kk esa igy ,oa gLr{ksi**

- 'kkldh; laxBu
- v'kkldh; laxBu
- futh laxBu

### **4-5 iwoZ izkFkfed f'k{kk ds fofHkUu vfHkdj.k**

- jk"V<sup>ah</sup>; 'kSf{k d vuqla/kku ,oa izf'k{k.k ifj"kn NCERT
- jk"V<sup>ah</sup>; yksd lg;ksx ,oa cky fodkl laLFkku NIPCCD
- Hkkjrh; cky dY;k.k ifj"kn ICCW
- Ekfgyk ,oa cky fodkl foHkkx DWCD
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- ,l- vks- ,e- xkao ¼SOS Villages½
- la;qDr jk"V<sup>a</sup> cky dks"k ¼UNICEF½
- prqFkZ iz'u i= ij vk/kkfjr xfrfof/k;ksa dk ewY;kadu

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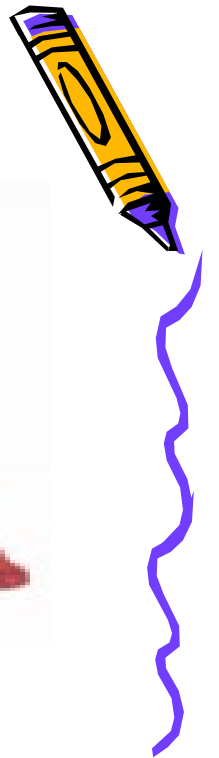
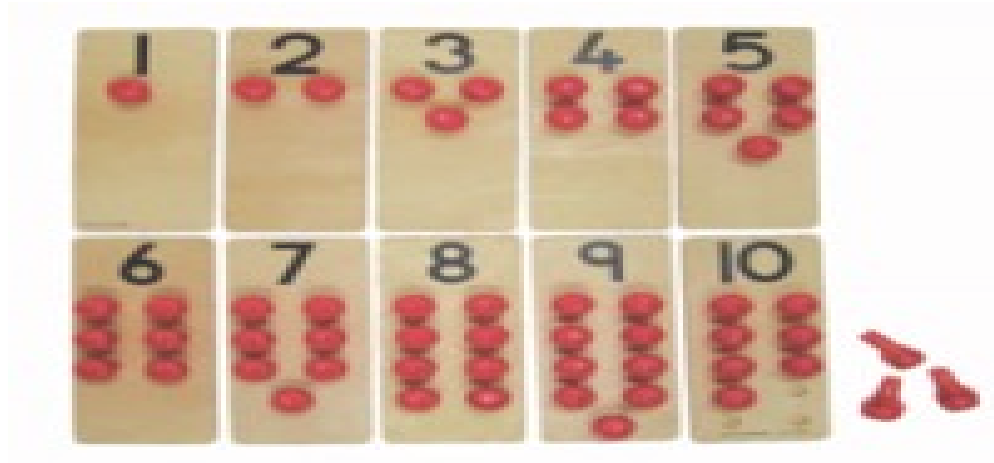
- izk;ksfxdh] thou bfrgkl v/;;u
- ikydksa dk lk{kkRdkj
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- ifj;kstuk ewY;kadu

**5-2 vUrLFk dk;Z %&      izf'k{k.kkfFkZ;ksa dks vUrLFk dk;Z gsrq**  
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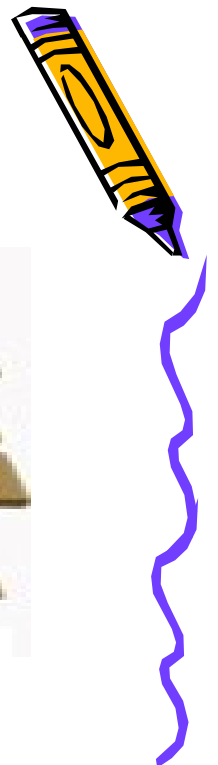
**5-3 izf'k{k.kkfFkZ;ksa dks fofHkUu dkS'kyksa fodkl gsrq 5 ikB**  
**;kstu@fØ;kdyki rS;kj djuk gksxk A**

~~*NURSERY TEACHING*~~  
~~*LEARNING TOYS*~~

## Material for Arithmetic Learning



## Material for Learning of Alphabets



## Concept Formation (Classification)



## Playing with Pyramids Eye Hand Coordination

